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| Pathways, Shapes, Level-2nd Grade | | |
| 3  Learning Goal | **Demonstrate they have developed the ability to:**   * **3A**-Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2) | **3A-** I am learning how to combine shapes, levels, and pathways throughout my physical activity.  **Activities:**   * Relays with pathways, shapes, levels * Warm-up/cool down games * Locomotors games |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * **2A**- Identify or recall vocabulary: pathways, shapes, levels, locomotors | 2A- I am learning how to identify or recall pathways, shapes, levels, and locomotors. |

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| Pathways, Shapes, Level-1st Grade | | |
| 3  Learning Goal | **Demonstrate they have developed the ability to:**   * 3A-Travel demonstrating low, middle, and high levels (**S2.E2.1a)** * 3B-Travel demonstrating a variety of relationships with objects (over, under, through, around) (**S2.E2.1b)** | **3A-** I am learning how to travel at different levels.  **3B-** I am learning how to travel in relationship with objects.  **Activities:**   * Relays with pathways, shapes, levels * Warm-up/cool down games * Locomotors games * Obstacle courses |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * 2A-Travel in 3 different pathways. | 2A- I am learning how to identify pathways, shapes, levels, and locomotors. |

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| Pathways, Shapes, Level-Kindergarten | | |
| 3  Learning Goal | **Demonstrate they have developed the ability to:**   * **3A-** Travel in 3 different pathways (**S2.E2.K)** | **3A-** I am learning how to travel at different levels.  **Activities:**   * Relays with pathways, shapes, levels * Warm-up/cool down games   Locomotors games |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * **2A-** Travel in a different pathway or identify how to travel in a different pathway. | **2A**- I am learning how to identify pathways, shapes, levels, and locomotors. |